

Personal, Social, Health and Citizenship Education (including Relationship and Sex Education)

Our School Vision

- Create a Vibrant Learning Community and be an exemplar of best practice for children with autism, social communication needs but who are able to access a broadly age related curriculum.
- Children and adults are happy to come to school every day and are proud of what they achieve.
- Parents and carers are confident that their children are safe, happy and making good progress and that their voices are heard,
- All pupils are given the support and challenge they need to learn and succeed in the world beyond school
- All staff create consistently positive learning experiences that engage and challenge all our autistic pupils.

Rationale

Our Social Curriculum is the fourth core subject at The Rise as it directly supports the vision we have for our young people to be happy, safe and successful in and beyond school. PSHE/Citizenship is a central part of this Social Curriculum.

Aims

This policy is concerned with how The Rise School promotes the development of personal, social, health and citizenship skills and knowledge.

Formal Curriculum

In our social curriculum there are three pillars: PSHE/Citizenship, Yoga and Wellbeing. PSHE/Citizenship lessons take place twice per week at KS2-KS4.

At KS5, PSHE is delivered for 2 hours per week and is accredited with students gaining BTEC Level 2 – Personal and Social Development

The Assistant Head Teacher (Pastoral) leads PSHE. In collaboration with The Wellbeing Lead and the teaching team, they set the overarching topics to be studied in each year group (including 6th Form).

The curriculum is based on the Programme of Study issued by The PSHE Association and The Weaving Wellbeing Curriculum.

PSHE Association topics fall under three core areas:

- Health and Wellbeing;
- Relationships (including RSE);
- Living in the Wider World.

Weaving Wellbeing topics fall under 5 core areas:

- Empowering Beliefs;
- Character Strengths;
- Positive Emotions;
- Resilience;
- Positive Relationships.

It is reviewed on a yearly basis.

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Principles that underpin the formal curriculum

- Is taught in accordance with pupils' readiness but is broadly guided by published key stage expectations.
- This reflects the universal needs shared by all children and young people as well as the specific needs of The Rise pupils.
- Is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope, and deepen pupils' thinking and understanding.
- Links are made with relevant subjects to provide consistency and consolidation (e.g. Science / Computing / P.E. / Enterprise).

Informal Curriculum

Pupils have opportunities to learn and practice many skills relevant to their PSHE through daily routines and activities within school. For example:

- Lunchtimes provide opportunities to learn about eating a healthy range of food and interact with peers;
- Break-times provide opportunities to develop play skills, leisure skills and to interact with peers and adults;
- Toilet routines provide an opportunity to teach a pupil about private versus public behaviour and interactions;
- Play and leisure activities teach pupils how to play with a range of toys appropriately and how to play with others, in addition, opportunities exist for Secondary pupils to access gym, leisure centre and weights room so that they can develop appropriate leisure and fitness skills;
- Pupils are taught to play appropriately on the outdoor play equipment which includes a trim trail, scooters, football pitch, with a view to them developing the skills and interests that they need in order to occupy their own leisure time independently and appropriately;
- Community trips provide planned opportunities for pupils to practice the social skills necessary for employment interests and pursuits;
- Assemblies and school events such as sports day, BBQ and the Christmas events also provide a forum for sharing achievements, developing a sense of self-worth, interacting with new or different people;
- Through mainstream links with local Primary and Secondary schools, pupils attend local mainstream schools supported to a greater or lesser extent by The Rise School staff for certain lessons.

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is delivered, where appropriate, within PSHE and Science lessons, in small groups and individually. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

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These skills are taught within the context of family life.

Roles and responsibilities

The governing board

The governing board will approve the PSHE and RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

Staff

Staff are responsible for:

- Delivering PSHE/Citizenship and RSE in a sensitive way;
- Modelling positive attitudes to PSHE/Citizenship and RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE, Citizenship and RSE and, when discussing issues treat others with respect and sensitivity.

Parents' right to withdraw (since September 2020)

In Secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum up to and until 3 terms before the age of 16.
- After that point, the guidance states that *'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'*
- Where pupils are withdrawn from sex education, schools should document the process and will have to *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal'*. RSE requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Assessment, recording and reporting

Class teachers make use of ongoing observations and a range of formative assessment to assess children's progress in PSHE.

Monitoring and evaluation

The Headteacher, Assistant Head Teacher and Wellbeing Lead are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

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